# Division of Innovation and Effectiveness
# Office of School Transformation

## Challenge to Achieve Plan

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|---|---|
| Identification Status: | Federal Priority, Federal Focus or State Priority |
| Year of cohort or identification: | 2015-2016 |
| Date of submission: | August 6, 2015 |
| Is this a revision? | Yes or No |
| School: | GREG MATHIS CHARTER HIGH SCHOOL |
| District: | CCSD |

| Responsible Party | Print Name | Signature |
|---|---|---|
| Principal: | NATRICE HENRIQUES | |
| Title I Coordinator or District Liaison: | MICHELLE ENGLISH- WATSON | |
| Superintendent: | GERRITA POSTLEWAIT | |

## School/District Information

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|---|---|
| **School name:** | **GREG MATHIS CHARTER HIGH SCHOOL.** |
| **School telephone number:** | **843-557-1611** |
| **School mailing address:** | **2872 AZALEA DRIVE, NORTH CHARLESTON, SC 29405** |
| **School website URL:** | **www.gmchs.org** |
| **Year current building was built:** | **1972** |
| **School district:** | **CCSD** |
| **Principal:** | **NATRICE HENRIQUES** |
| **Number of years principal at school:** | **2 MONTHS** |
| **Number of principals in previous five years:** | **1** |
| **Superintendent:** | **GERRITA POSTLEWAIT** |
| **Number of years as superintendent in district:** | **1 MONTH** |
| **Number of superintendents in previous five years:** | **2** |
| **School Board of Trustees Chairperson:** | **DR. ERNESTINE- BARNES- SMALL** |
| **Number of years as chairperson:** | **2 MONTHS** |
| **Number of members of School Board of Trustees:** | **7** |
| **Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):** | **$37, 103** |
| **Average salary of principals in district:** | **$102, 482** |
| **Average salary of district-level administrators:** | **Not available.** |

# Background Information

| Intervention Statement | Provide a description of what indicators led to the identification of your school for intervention. | A combination of historically low graduation rates, below average performance on state tests and , poor student attendance form the core areas that engender low student achievement at our school. Greg Mathis Charter High School (GMCHS) is located in North Charleston and falls within the jurisdiction of the Charleston County School District.  The socio-economic reality of the school is similar to any other urban city school  with medium to high unemployment.  With an enrollment of 71 students, grades 9-12, 63 of 71 (88.7%) receive free and reduced lunch. African-Americans comprise 95% of the student population, with Caucasians, 2.81% and Other, 1.4%.  Student achievement is significantly impacted by a variety of factors, including socio-economic status and poor parental support, resulting from parents' lack of education and work schedules.  As such, parents are not able to guide students along paths of successful career preparation |

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| **Description of Root Causes** | Summarize data relative to the root causes of your school's underperformance. | School Year | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
| | | Report Card Year | 2010 | 2011 | 2012 | 2013 | 2014 |
| | | | | | | | |
| | | Absolute | At-Risk | At-Risk | At-Risk | At-Risk | At-Risk |
| | | Growth Rating | Below Average | Below Average | Below Average | Below Average | Below Average |
| | | AYP | 0 out of 5 | 0 out of 0 | N/A | I | F |
| | | Enrollment | 92 | 65 | 97 | 81 | 81 |
| | | | | | | | |
| | | HSAP By Spring | 42.1% | 38.5% | 33.3% | 0.0% | 40.0% |
| | | Passed 2 | 11.1% | 16.7% | 15.4% | 42.9% | 30.8% |
| | | Passed 1 | 66.7% | 66.7% | 15.4% | 35.7% | 30.8% |
| | | Passed None | 22.2% | 16.7% | 69.2% | 21.4% | 38.5% |
| | | Below Basic ELA | 25% | N/A | N/A | N/A | N/A |
| | | Passed ELA : Basic | 75% | N/A | N/A | N/A | N/A |
| | | Passed ELA: Proficient | 0% | N/A | N/A | N/A | N/A |
| | | Passed ELA: Advanced | 0% | N/A | N/A | N/A | N/A |
| | | Below Basic-Math | 75% | N/A | N/A | N/A | N/A |
| | | Passed Math: Basic | 25% | N/A | N/A | N/A | N/A |
| | | Passed Math: Proficient | 0% | N/A | N/A | N/A | N/A |
| | | Passed Math: Advanced | 0% | N/A | N/A | N/A | N/A |
| | | | | | | | |
| | | EOC (Overall) | 10.8% | 9.3% | 12.4% | 15.7% | 28.3% |
| | | EOC-Alg 1 P. rate | 8.3% | 25% | 16.1% | 18.8% | 34.6% |
| | | EOC-Eng 1 P.rate | 30.8% | 41.7% | 20.7% | 16.7% | 25.0% |
| | | EOC USH P. Rate | 0.0% | 0.0% | 0.0% | 5.3% | 23.5% |
| | | EOC PhysSci P. Rate- | 3.8% | 0.0% | | | |
| | | EOC Biology | | | 8% | 21.7% | 22.2% |
| | | | | | | | |
| | | Graduation Rate (4-yr) | 2.8% (3 students) | 21.7% (13 students) | 4% (2 students) | 2.7% (1 student) | 18.2% (8 students) |

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| Graduation Rate (5-yr) | N/A | 9.2% (10 students) | 25.4% (15 students) | 10.3% (6 students) | 16.2% (6 students) |
| Attendance Rate | 81.4% | 78.5% | 84.4% | 83.6% | 88.3% |
| Suspension Rate | 2.2% | 16.9% | 8.2% | 2.5% | 4.9% |
| Special Needs | 4.2% | 1.3% | N/AV | 5.3% | 8.8% |
| Older than Grade | 73.9% | 67.9% | N/AV | 60.0% | 57.5% |

According to the 2014 State Report Card, in the Four Year Cohort Graduation Rate: (18.2%) of

44 students graduated as compared to 52% in "High Schools With Students Like Ours."

| For End of Course tests (EOC), | GMCHS | High Schools with Students |
|---|---|---|
| Algebra/Math for Technology 2 | 34.6% | 64.7% |
| English 1 | 25% | 49.7% |
| All Tests | 28.3% | 53% |

In spring, 2014, only 40% of students taking HSAP were successful. The majority of students

had attempted the test two to three times. According to the State Report Card, 57.5% of the

students are "Older Than Usual For Grade." GMCHS students, typically between the ages of

14-20, have not experienced much success in traditional high school settings. Consequently,

performance on standardized tests is negatively skewed due to the transient nature of their

educational experiences. Students often arrive at GMCHS with few course credits and need an

accelerated program to catch up and graduate. GMCHS provides this option with our extended

day/extended year academic program

Many of our students are burdened with additional life-strife and responsibilities:

being parents themselves, pregnancy, incarceration, DJJ probation, and/or homelessness. Last

year, 9th graders had 141 out-of-school suspension days; 10th graders had 38 OSS days; 11th

graders had 38 OSS days; and 12th graders had 96 OSS days. In 9th grade, 30 students were absent 645 days, tardy 525 times; 10th grade, 18 students were absent 517 days, tardy 728. Eleventh graders were absent 175 days, tardy 295 times. Seniors had 465 days absent, tardy 610 times. GMCHS students must make great academic strides in a short period of time to graduate from high school.

# Turnaround Principle 1:  Strong Leadership <mark>Good job with this section!</mark>

School and district leadership team creates a shared vision of student learning and school improvement, provides instructional leadership, ensures the right conditions for student learning and school improvement, and coordinates effective collaboration and communication among all school and community partners.

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| Implement the school's vision, mission, and goals to improve student learning and outcomes collaboratively with a broad-based team including staff, parents, students, and community partners. | Beginning: 08/15 Completion: 06/16 | Principal and Leadership Team | When asked, 90% of the school community demonstrates deep knowledge and understanding of the school's vision/mission and their role and responsibilities in accomplishing such. | Survey | Fall: Winter: Spring: |
| Meet with school leadership team monthly to address issues related to the school's realization of vision. | Beginning: 09/15 Completion:05/16 | Principal and Leadership Team | 90% of school leadership team will agree that the team meetings helped school stay focused on its vision/mission and goals. | Meeting Agendas, minutes, sign-in sheets; survey | Fall: Winter: Spring: |
| Meet with Parent Advisory Board (PAD) and Business/Community Partners regularly during the school year to secure input and buy-in for school plans. | Beginning: 09/15 Completion:05/16 | Principal PAD Business Leaders | PAD and Business/Community Partners will meet a minimum of 4 times/year | Meeting Material, Emails and Outcome. | Fall: Winter: Spring: |
| School Leader will receive at least 20 hours of one-on-one coaching  from the Public Charter School Alliance of South Caroling (PCSASC) in the area of staff management, curriculum implementation, and structuring in-school professional development | Beginning: 09/15 Completion:06/16 | PCSASC Staff and Principal | Development of priorities and expectations | Log of training hours;  Documentation of In-School Professional Development | Fall: Winter: Spring: |

# Turnaround Principle 2: Effective Teachers

School and district leaders focus on key areas related to leader and teacher development to improve teacher practice, and create and sustain high levels of learning and achievement for all students. Professional learning opportunities are data-informed to ensure their alignment with student and staff learning needs. A system is in place related to securing and sustaining effective support, evaluation and incentive processes.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|---|---|---|---|---|---|
| All teachers will participate in a series of 10 workshops geared toward improving classroom instruction, building relationships with students, creating formative assessments, and developing peer support relationships with each other. | Beginning: 08/15 Completion: 06/16 | PCSASC Staff | 100% of the professional staff will be trained. Increase in overall student achievement **How much? %** | Act / ACT Workkeys; EOC; Agendas, sign-in sheets, survey | Fall: Winter: Spring: |
| Provide professional development through: <br>• Development and implementation of professional growth and development plans. <br>• Training in research-based instructional strategies <br>• Disaggregating student data and planning instructional interventions based on the data. <br>• Training on the development of student personal mastery folders. <br>• Training in formative and summative assessments (added this to include data section) <br><br>**Did some combining to make it flow more smoothly ☺** | Beginning: 08/15 Completion: 06/16 | Consultants | 100% of professional staff will develop a Professional Growth and Development Plan by October 31st and will successfully complete by end of the school year. 100% of professional staff will participate in this training by September. Lesson plans will reflect appropriate implementation of strategies. 100% of professional staff will participate in this training by December. Increased student accountability for his/her course achievement and grades. | Training Records; Agendas, sign-in sheets; Professional Growth and Development Plan; Individual teacher Lesson Plans; Report cards; Individual student mastery folders | Fall: Winter: Spring: |
| Teachers will meet weekly to collaborate analyze student data and adjust instruction | Beginning: 09/15 Completion: 06/16 | Teachers Principal | Increased student achievement | Report Cards | Fall: Winter: |

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| accordingly; discuss effective strategies; and integrate units as closely as possible in order to streamline learning.<br><br>**How are they meeting? Content areas? PLC's? Grade level planning?** | | | **(How much? %?)** | Agendas, sign-in sheets<br><br>Unit Work Samples | Spring: |

# Turnaround Principle 3: Redesign of Time for Learning and Collaboration

School time is redesigned to better meet student and staff learning needs specifically to increase time spent on instruction, increase time for teacher collaboration focusing on data-based decision making to improve teaching and learning, increase opportunities for extended learning time, and to provide time for professional learning.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|---|---|---|---|---|---|
| Design and structure the master schedule to provide time for teacher collaboration around student learning. (i.e. Turnaround Principle 2 for teacher collaboration) | Beginning: 09/15 Completion: 0 6/16 | Principal or designee | Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments | Published schedule; Meeting agendas; Lesson plans and teacher reports | Fall: Winter: Spring: |
| Each teacher will lead a PLC meeting. Teachers will receive coaching on this process. | Beginning: 09/15 Completion: 0 6/16 | Teachers PCSASC | Teacher Portfolio | Documentation of individual teachers' coaching sessions; Agenda from individual teacher-led meeting | Fall: Winter: Spring: |
| Design and structure the master schedule to provide time for intervention and enrichment for students. **This generic statement allows you the flexibility to "add" programs during the year☺** | Beginning: 09/15 Completion: 0 6/16 | Principal | Increase in course passage rate. **What %?** | Attendance logs; Grades; | Fall: Winter: Spring |
| Provide extended day and year program to give students additional instructional support and learning time. | Beginning: 09/15 Completion: 0 6/16 | Principal | Increase in course passage rate. **What %?** | Attendance logs; Grades; | Fall: Winter: Spring: |
| Provide Saturday School to give students the opportunity to make up seat time and course work. | Beginning: 09/15 Completion: 0 6/16 | Principal | Increase in attendance; **%?** Increase in course passage rate. **%?** | Attendance logs; Grades; | Fall: Winter: Spring: |
| Provide additional support for students struggling to graduate on time through the | Beginning: 08/15 Completion: 06/16 | Principal Guidance | Increase by 5% the percentage of students | Attendance checks for targeted students; | Fall: Winter: |

| intervention of guidance counselor. **Moved this from Section 5 Data** ☺ | | Counselor | graduating on time. | Grade monitoring checks bi-weekly for targeted students. | Spring: |
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# Turnaround Principle 4:  Aligned and Rigorous Instruction (curriculum, instruction and assessment) GREAT JOB!

The school/district develops and implements standards aligned curricula, instruction, and assessment practices, along with academic interventions, that are rigorous and intentionally designed to graduate students with world class knowledge, world class skills and the life and career characteristics needed to succeed in a 21st century global marketplace.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|---|---|---|---|---|---|
| Employ research-based reading curriculum and instructional practices to teach reading and enhance the reading skills of students. | Beginning:  09/15 Completion:  06/16 | Principal  External Observer | 10%, 20% and 50% increase of student reading performance  Increased student achievement Delete This…redundant to above ☺ | Approved progress monitoring;  Formative and summative assessment measures;  State assessments  Report Cards  EOC  ACT/ ACT Workkeys | Fall: Winter: Spring: |
| Implement units of instruction to align with new state standards in ELA, Math, and other core subjects. | Beginning:  08/15 Completion:  06/16 | Teachers Principal | Teachers' lesson plans will document alignment with state standards and use of common core assessments  Increased student achievement Delete this here. | Lesson Plans;  Scores on assessments  Report Cards  EOC  ACT/ ACT Workkeys | Fall: Winter: Spring: |
| Instructional coach will meet one-on-one with each teachers twice a month to review the curriculum, instructional strategies and formal and summative assessments. | Beginning:  08/15 Completion:  06/16 | Instructional Coach  Principal | Improvement in a minimum of  20%  of students' grades each grading period;  Increased student achievement | Documentation of individual meetings;  Summary of  each meeting;  Report Cards | Fall: Winter: Spring: |

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| | | | **Delete this…redundant to above** ☺ | EOC<br><br>ACT/ ACT WorkKeys | |
| Each teacher will develop long-range plans and weekly lesson plans based on prioritized standards in their course. | Beginning: 08/15<br>Completion: 06/16 | Principal | Improvement in rigorous, focused and aligned instruction of lessons; increased student achievement in classroom work.<br>**Individual student goals %?** | Prioritized standards<br><br>Lesson Plans<br><br>Report Cards<br><br>EOC<br><br>ACT/ ACT WorkKeys | Fall:<br>Winter:<br>Spring: |

# Turnaround Principle 5:  Data to Inform Instruction and Improvement       <mark>Great job with this section!</mark>

An assessment system is in place for collecting and analyzing relevant student performance data at the district, school and classroom levels and includes an early warning system to identify students who are struggling, then provide them with appropriate supports. Student achievement and progress toward school turnaround goals are monitored and used to inform school and district practices.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|---|---|---|---|---|---|
| School Wide Data Meetings will be held bi weekly to review student data using MTSS<br><br>**This should be first ☺ Moved it from below.** | Beginning:  09/15 Completion:  06/16 | Principal<br><br>MTSS Coordinator<br><br>Academic Assistant | Increased monitoring of student learning<br><br>Timely interventions to strengthen weak skills in course<br><br>Increased student achievement <mark>%?</mark><br><br>Reduction  in Discipline incidents | Discipline Data<br><br>Report Cards<br><br>EOC<br><br>ACT and ACT Workkeys results | Fall:<br>Winter:<br>Spring: |
| Teachers will develop a "Data Wall" in order to monitor individual student progress in all core subjects.<br><br>**This should be second ☺ Moved it from below.** | Beginning:  08/15 Completion:  06/16 | Principal<br><br>Teachers | Increased monitoring of student learning<br><br>Timely interventions to strengthen weak skills in course<br><br>Increased student achievement  <mark>%?</mark> | Evidence of Data Wall<br><br>Report Cards<br><br>EOC<br><br>ACT and ACT Workkeys results | Fall:<br>Winter:<br>Spring: |
| <span style="color:red">Train teachers</span> how to develop common formative assessments | Beginning:  08/15 Completion:  06/16 | PCSASC Consultants | 100% of teachers will receive training by November.<br><br>Consistent and effective use of formative assessments. | Sign-in sheets Agenda<br><br>Lesson Plans | Fall:<br>Winter:<br>Spring: |
| <span style="color:red">Teachers will design</span> common formative assessments to effectively implement student level interventions. | Beginning:  08/15 Completion:  06/16 | PCSASC Consultants | Increased monitoring of student learning<br><br>Timely interventions to strengthen weak skills in course | Lesson Plans<br><br>Report Cards<br><br>EOC<br><br>ACT/ WorkKeys | Fall:<br>Winter:<br>Spring: |

| | | | | Increased student achievement %? | | |
|---|---|---|---|---|---|---|
| Train teachers with item analysis of summative assessments in order to monitor effective instructional strategies of content and student learning. | Beginning: 08/15 Completion: 06/16 | Consultants | Increased monitoring of student learning<br><br>Timely interventions to strengthen weak skills in course<br><br>Increased student achievement %? | Individual samples of data analysis<br><br>Report Cards<br><br>EOC<br><br>ACT/ ACT Workkeys | Fall:<br>Winter:<br>Spring: | |

# Turnaround Principle 6: Student-Centered Environment and Climate

The district and school creates an environment that encourages adult relationships with students, and welcomes, encourages, and connects family and community partners to the school. The school environment is safe, disciplined, student-centered, and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|---|---|---|---|---|---|
| Implement the discipline policy consistently among all classrooms and other school learning environments (cafeteria, intervention classes, etc.). | Beginning: 09/15 Completion: 06/16 | Principal, Teachers and other school staff | 35% reduction in disciplinary infractions **We hope ☺** | Discipline referral data log | Fall: Winter: Spring: |
| Establish a student council. Teacher and Counselor will receive coaching on this process. | Beginning: 09/15 Completion: 06/16 | PCSASC Principal Social Studies Teacher Counselors | Increase in student involvement in School and Community Based Activities. | List of student council members | Fall: Winter: Spring: |
| Teachers receive training on increasing student voice and choice | Beginning: 09/15 Completion: 06/16 | PCSASC | Increase in teachers encouraging students to be involved in school activities | Training log Survey | Fall: Winter: Spring: |

# Turnaround Principle 7:  Family and Community Engagement     <mark>Good.  I deleted last two rows…they were blank ☺</mark>

A family and community engagement plan ensures the active participation of families and community members in the life of the school. Two-way communication with families, community organizations, and businesses is ongoing to support student learning and success.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|---|---|---|---|---|---|
| Communicate grade-level/course expectations and individual student achievement status to families. | Beginning:  09/15 Completion:06/16 | Principal, Leadership team, Teacher , MTSS Coordinator and Academic Assistant | Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards | 1.Survey of random group of parents;  2. Written communication to parents or family members | Fall: Winter: Spring: |
| Improve communication with students' families through Parent Meetings and Trainings. | Beginning:  09/15 Completion:06/16 | Teachers, Guidance Counselors | 1.Parents and Families receive at least two training sessions throughout school year.  2.School will have at least one Parent Meeting each quarter. | 1. Sign In sheets 2. Agendas 3. Parent Surveys | Fall: Winter: Spring: |